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ABSTRACT

The genesis of the High School Partnership Program as it evolves into the High School Self Renewal Project in New York City under the sponsorship of the Economic Development Council of New York City, Inc., and the Division of High Schools of the New York City Board of Education during the period 1968-76 are traced in this paper -- which also describes directions for the future. The need for adequate training to be provided, if the Organization Development concepts promoted by the project are to be replicated in approximately 100 high schools in New York City which have not yet participated in the project, is discussed. The desirability and practicability of linking institutions of higher education to such a self-renewal project in public schools so as to enhance the morphogenic characteristics usually espoused by Organization is emphasized. Specifically, the possibilities of integrating institutions of higher education as legitimate training resources to support a large scale public school Organization Development effort is examined in terms of a specific on-going case in New York City. The New York experiences has shown that supervisors and administrators as a group have an indifferent attitude toward college credits or other symbols of academic achievement. Their motivation to involve themselves in professional development activities is much more closely related to on-the-job demands for success and achievement. (Author/AM)

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An Evolving Seven-Year Organization Development Intervention

by

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ABSTRACT

This paper briefly traces the genesis of the High School Partnership Program as it evolved into the High School Self-Renewal Project in New York City under the sponsorship of the Economic Development Council of New York City, Inc., and the Division of High Schools of the New York City Board of Education during the period 1968-1976 and describes directions for the future. The need for adequate training to be provided if the Organization Development concepts of the project are to be replicated in the ± 100 high schools in New York City which have not yet participated in the project is discussed. The author emphasizes the desirability and practicability of linking institutions of higher education to such a self-renewal project in public schools so as to enhance the morphogenic characteristics usually espoused by Organization Development. Specifically, the possibilities of integrating institutions of higher education as legitimate training resources to support a large-scale public school Organization Development effort is examined in terms of a specific on-going case in New York City.

R.G.O.

ACKNOWLEDGEMENTS

Many people have contributed to the ideas discussed here. For much of the statement regarding the early development of the project I am especially indebted to the project director, Floyd O. Flom. As senior organization development consultant to the Self Renewal for New York City High Schools project since mid-1975, I gratefully acknowledge that much of what appears here has been considerably influenced by collaboration with other members of the consulting team, especially Floyd O. Flom, Virginia Newton, Marc Bassin, and Tom Gross. I, of course accept responsibility for the accuracy of my interpretation of the facts and insights that I have chosen to discuss.

INTRODUCTION

Other presentations in this symposium address crucial issues related to better understanding the effects of organization development in educational settings. I will direct my remarks to aspects of a related but different issue: namely, strategies and tactics for managing and controlling a potentially large-scale organization development effort in a large urban setting.

This issue can be viewed in terms of knowledge utilization. In order to facilitate the adoption by some 100 high schools of an approach to what has been called "organizational self renewal" it has been necessary to make the knowledge about this approach available to potential user schools in a form that is acceptable to them, in a way that helps them solve problems that they want to deal with, utilizing processes which are simple and economical. To this end, four discrete but closely interrelated components of "renewal" were developed collaboratively with client schools:

1. A definition of what is meant by organizational self-renewal,
2. A number of optioal organizational models through which renewal can be implemented in a school.
3. A process, comprising six clearly-defined steps for implementing renewal, and
4. Professional development training, both on-site (consulting) and off-site to help clients utilize the knowledge in dealing with their own problems.

I will describe these aspects of the project briefly and comment on some issues about the training aspect.

BACKGROUND

In an essay review of research reporting the application of organization development to six elementary schools, [1] Martin commented: "If elementary schools with relatively small work units and cohesive missions encounter so much difficulty with innovation, then one wonders if secondary schools can be touched at all by a technology such as OD, which seeks to focus on the total organization." [2] The question is, of course, germane and is familiar to many who seek to develop more adequate approaches to the management of planned change in schools. In reviewing the findings of the RAND studies of 293 Federally-funded projects in educational change, for example, Berman and McLaughlin observed that "Innovations in elementary schools were more likely to be successfully implemented...than projects in high schools, junior high schools, or those that cut across elementary and high school levels. Change agent projects that included the higher grade levels experienced severe management and administrative problems as well as teacher resistance." [3] Given this context as the present state of the art, this paper will describe current efforts to apply organization development concepts and technology to sixteen large urban high schools.

Self Renewal for New York City High Schools is a project currently involved in sixteen large high schools in an effort to design and test a self-renewal process and model which may be generally useful for use in the City's ± 100 high schools. A brief history of this project may be helpful in understanding the situation which is under discussion and the direction in which the project is moving.

The Economic Development Council. There is in New York an independent, non-profit organization of over 200 company-members known as the Economic Development Council of New York City, Inc. (EDC). It was founded in 1965

to link the skills and resources of the private business sector to the public agencies dealing with such urban problems as housing, health services, the administration of justice, and education. Before long, of course, EDC noted that many high schools were reporting high drop-out rates, low attendance, falling achievement test scores and other evidence that raised concern about their state of organizational health.

The Partnership program. In 1969, the EDC initiated "partnerships" with two of the City's high schools for the purpose of exploring the feasibility of cooperative business-education efforts to solve the problems faced by the schools. Clearly, the EDC initiative was related to its broader interest in urban problems generally in that they sought "more relevant and effective education for students so they could graduate from high school and function more effectively in college or in the world of work."[4] Within a few months similar partnerships were established with two additional high schools.

These four "partnerships" continued from 1969 through 1974 and this five-year period of trial and effort provided a strong basis of experience and mutual trust between the partners upon which the present "Self Renewal for New York City High Schools" project could be established as a conceptually and operationally different approach to the mission which EDC had originally undertaken.

Early "Feasibility Studies." In each of the four "partnerships" schools a so-called "feasibility study" was conducted by a planning committee composed of school administrators and supervisors, teachers and other school staff members, students, parents, community members, and EDC representatives. The planning committees attempted to identify the needs and problems of their respective schools, established priorities among them, agreed upon objectives, identified alternative courses of action, and selected a plan from among the alternatives - all of this in a relatively clear and explicit sequential

.high rate of student absenteeism

.high rate of class cutting

.high percentages of non-English-speaking students many of whom were illiterate or functioning at a low level in the indigenous language

.low levels of achievement in reading and mathematics

.students' lack of information about school, other educational resources, and career information

.limited awareness by students regarding their own job interests, aptitudes, and options

.apathy or alientation of students toward school and education

.security in the school: disruption, violence, and vandalism

.health problems, including the use of drugs

.poor communications within the school

.limited opportunities for the professional development of staff

Such a list is, of cours, representative of the problems commonly encountered in many inner-city high schools in the nation.

Programs to solve the problems. Problem identification, establishment of goals, objective and priorities, and exploration of alternative solutions led to the development of the following types of programs: (1) career education and guidance programs including the integration of career education in all subjects, a specially designed careers course, a resource center integrating guidance services and career information; (2) organization of an English as a Second Language (ESL) department and creation of ESL curricula and materials; (3) remedial reading and math programs using new methodology adopted from industry and other school systems; (4) a professional development center providing Educational Resources Information (ERIC) materials for identifying programs and research; (5) an information system to identify and follow-up students who are absent or cutting; (6) a model drug education and prevention program involving counseling by peers; (7) several programs for alienated students to improve their school attendance, motivation and

achievelent, including intramural sports, mini-school support, "call-up" programs to get students back in school, and AAchievement Motivation" workshops for staff members to help them develop better working relationships with students.

At the outset of the partnership program, and during its early formative years, the EDC strategy envisioned such programmatic outcomes as "products" which could be offered to other inner-city high schools in order to help them solve their own similar problems. Experience demonstrated, however, "that even the partnership schools would not adopt or adapt external programs unless they percieved these as directly solving their own problems and meeting their specific needs." [5] The central lesson, in terms of change strategy,"...was that each school needed to have its own self-renewal process to generate an internal demand for change through involvement of the school staff, students and parents in problem identification, planning and goal setting, and then provide a way to utilize the talent and motivation within the school itself to achieve the goals." [6]

An important element that helped to underscore this lesson about organizational change strategy in schools lay in the growing recognition that a key aspect of the "partnership" concept was not viable over the long haul. While the "corporate reps" in the schools were crucial to the original concept of "partnership", and often worked well, it became evident by 1973-74 that it was not a generalizeable, replicable, long-term solution to increasing the organizational effectiveness of schools. For one thing, it was difficult to find and "borrow" the kinds of skilled "corporate reps" who had the requisite personal sense of commitment to schools. For another, the corporations involved found it increasingly difficult to carry on their own business activities with these key people missing from their posts. Further, it was expensive to the cooperating business firms. Altogether, using resources of the private sector to bolster and supplement the organizational change efforts

of schools appears to be at best a short-term interim change tactic.

As the world-wide fiscal-economic "crunch" deepened and business firms found themselves increasingly pressed to solve their own problems, and as it became clearer that the "partnership" strategy could not be effective as relatively long-term change strategy in schools, thinking shifted to ways of helping schools to develop increasing internal capability to deal with their problems. The concept of organizational self-renewal was central to that thinking and became the focus of the Self Renewal for New York City High Schools Project which was launched in September of 1974.

IMPLEMENTING THE SELF-RENEWAL CONCEPT

A "model" which could be utilized to develop the self-renewal capabilities of high schools was developed, partly on the basis of experience with the partnership program and partly on the basis of utilizing certain concepts and technology of organization development. At a minimum, the Renewal model sought the following resources for each participating school:

A School Self-Renewal Planning Committee consisting of a cross section of faculty, administration, students, parents and community and moderated by a person skilled in group techniques to develop a renewal plan for the school.

A School Renewal Coordinator, a teacher, counselor, or administrator, released full time, to coordinate the planning effort and to follow up on the research and development of projects outlined in the School Plan.

A School Neighborhood Worker or Renewal Assistant, to serve as aide and office manager to the Coordinator.

Released Time for staff equivalent or two or more full-time positions (ten periods, which may be used by up to ten persons) to research, develop and implement programs proposed in the School Renewal Plan.

A School Renewal Program Review Committee smaller than and replacing the Planning Committee after a Plan has been developed, consisting of school

personnel and some students and parents, chaired by the Coordinator, to meet periodically to review progress and problems associated with development, implementation, and evaluation of programs proposed in the School Self-Renewal Plan.

A School Renewal Budget in the range of $15,000 per school provided by the Division of High Schools or other sources for developmental costs of materials, personnel, etc., for Renewal activities in the School Renewal Plan.

Consulting Services, including the services of a part-time organization development consultant as well as educational/curricular specialists when needed.

The replicability of the Renewal "model" hinges, in large measure, upon the willingness of schools to provide the personnel allocations from their own tax levy budget resources, rather than to depend upon additional funding to support Renewal. Of course, in order for schools to opt for such use of their scarce resources requires conviction that it will pay off in terms of increasing the organizational effectiveness of the schools. In broad terms, therefore, the Renewal project is attempting to test and refine the model, and demonstrate its utility in practice.

OPERATING STRUCTURES OF THE PROJECT

The school renewal project being described has significance for the management of the school system as a whole as well as for the individual schools which are involved. The ± 100 high schools of New York City[7] are administered by the central Board of Education, utilizing a network of five superintendents to oversee the high schools in each of the city's five boroughs (counties). The renewal strategy being used is to work with the existing hierarchial organizational structure from the top down.

"Working with" the existing structure has been operationally interpreted to mean not only gaining entry into the system through the administrative hierarchy, from the top down, but also creating a management structure for the renewal project itself that facilitates the participation of all levels of the enterprise in the decision making processes.

The structure utilized consists of five interrelated groups, as shown in Figure 1.

The model team has representation from the Board of Education, school principals, school renewal coordinators, corporate representatives, and project organization development consultants. Its main function is the overall development and testing of the "renewal model."

The professional development team has representation similar to the model team and is responsible for identifying the needs for training of various groups of people involved in the project and devising responses to meet those needs.

The support team is comprised of the external organization development consultants. Its principal function is to develop coordinated consulting responses to the project at all levels.

The coordinating council is comprised of the school renewal coordinators together with the members of the support team and provides a mechanism for problem solving consulting issues at the school level.

The action research team, perhaps the least well-developed of the five groups in the structure of the project, seeks to involve participants at the school level in designing and implementing ways of generating feedback information that will have formative utility to the participating schools.

This team structure has helped the project to move forward in two areas simultaneously:

1. Conceptual development and refinement of the renewal model, together with identification of the operational requirements for implementing it in practice and

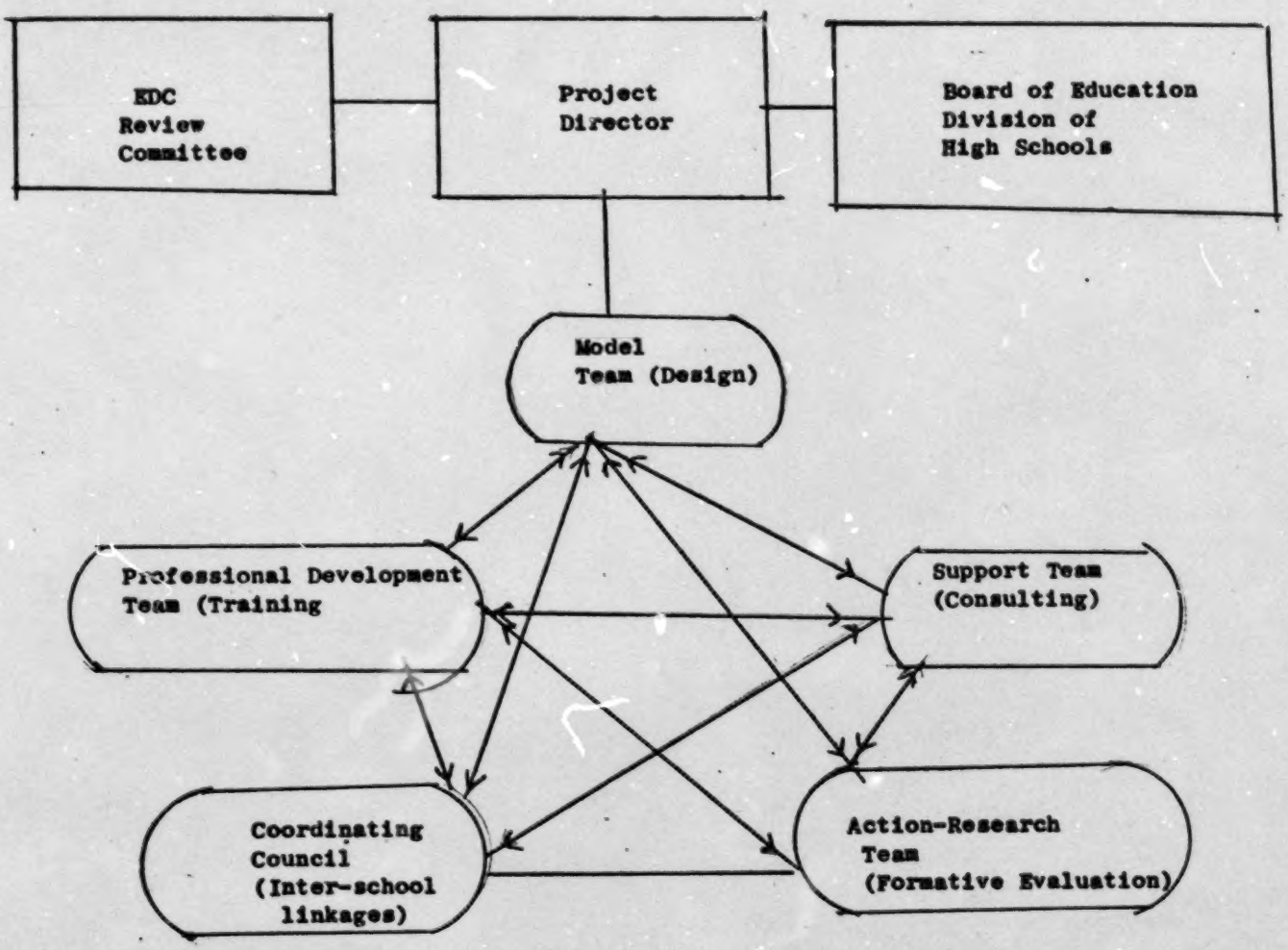

Figure 1. Structure for developing and implementing the Self Renewal for New York City High Schools Project is comprised of five representative interrelated groups.

2. Support and encouragement of day-to-day ongoing renewal activities in each school which are intended to test and demonstrate the elements of the model.

Utilizing this project structure as a mechanism, it has been possible to create temporary systems involving participants from all levels of the school system in diagnosing problems, seeking solutions to them, and experiencing new ways of working together productively. In every case the five teams in the project have been encouraged and helped by consultants to learn and use collaborative, systematic, explicit processes for decision making. Thus, these subsystems have been useful not only as mechanisms for designing renewal interventions in schools but also for developing new behavioral norms and task-oriented processes in the larger system of the school district as a whole.

DEFINITION AND PROCESSES OF RENEWAL

The Model Team is chiefly responsible for evolving a definition of renewal as it is used in this project. In a months-long effort to conceptualize renewal and develop a useful definition of it, the Model Team used highly participative methods to involve as many people and groups as possible to decide upon a definition and upon the steps or phases required to operationalize the definition in a school. At this writing, the statement is as follows:

"RENEWAL (Organizational Development) is a program designed to enable the members of a school community to draw more effectively upon people resources such as the varied talents and natural creativity of its members (including students, administrators, teachers, parents, counselors and members of the surrounding neighborhood) to systematically identify and resolve as many of the school's problems as their capabilities permit. RENEWAL places particular emphasis upon participative planning, organizational development and self-development processes to help members of the school community comprehend the potential payoff, the applicability of various behavioral, organizational and management science principles and tools, and then to use such tools together to solve real problems which are inhibiting the successful operation

of a given school. RENEWAL involves an ongoing sequential movement through the following phases with the help of both internal and external consultant facilitators:

1. Entry: involves selecting a client or client organization through the negotiation of a continual focussing on whether and how succeeding stages of the planned change process will be carried out.

2. Diagnosis: includes data collection, problem identification and analyses using a carefully designed approach or method.

3. Planning: uses the analyses from the diagnostic phase to establish specific objectives, identify resources and select from alternatives the most appropriate strategy for change.

4. Research and Development: is the collection of information relevant to the development of designs and testing of products or processes essential to the implementation of objectives set forth in the school's plan.

5. Implementation: involves putting the plan which has undergone research and development into effect.

6. Evaluation: is the ongoing assessment and modification of a plan in terms of the overall objectives established during the contract negotiations in the entry step. Depending upon the results of the evaluation you may go back to a preceding step to gather more data, plan and implement a new intervention, negotiate a new contract, or terminate the contract. (Note: the arrow indicates a feedback process. Once operational, the renewal process is cyclical with evaluation contributing to refinement of the diagnosis).

An integral part of each phase is DECISION MAKING. This involves selecting a course of action from among alternatives using explicit processes and criteria.

It is important to stress that Renewal is a school-wide problem solving process. In each aspect of Renewal participation is an important theme. Since each school is unique the progression of Renewal through the various units or components of a school might differ so that each school may develop its own overall design for the Renewal process. However, while the design might differ from school to school the six phase Renewal process remains the same and should be used in working with each particular unit.

Initial entry into the school and formation of the overall design must be made with the direct involvement of the principal. In addition, in working with each unit of the school the formal leader of that unit must be involved in an explicit agreement about the work to be done. In most cases Renewal proceeds either top-down or simultaneously through the various layers of the school organization."

IMPLEMENTING THE MODEL

In an effort to encourage flexibility in applying the renewal model to specific schools, a number of illustrative designs have been developed. Each of these designs permits application of the overall concept and strategy of renewal in a different way and serve to illustrate to schools that there are many ways to carry out renewal depending upon circumstances in the school.

Figure 2, (Insert Figure 2 here) for example, shows the typical design which was widely used in earlier experience of the project. Entry at the school level (as in all of the designs) is through the principal. Involvement broadens at the next level through the use of a representative participative planning council. At the third stage, renewal reaches to lower level participants by involving them in renewal projects being encouraged by the participative planning committee.

The design shown in Figure 3 (Insert Figure 3 here) creates no new structures in the school to facilitate renewal but uses the existing organizational hierarchy. A key point in this design is where the cabinet is involved. The cabinet, in this instance, is the principal and the department chairmen of the school. When convened this group offers great opportunities for on-site consulting and skill training.

Figure 4 (Insert Figure 4 here) illustrates yet another approach, utilizing the consultative council as an overall planning body. The consultative council is a representative group consisting of community members, parents, faculty, and students.

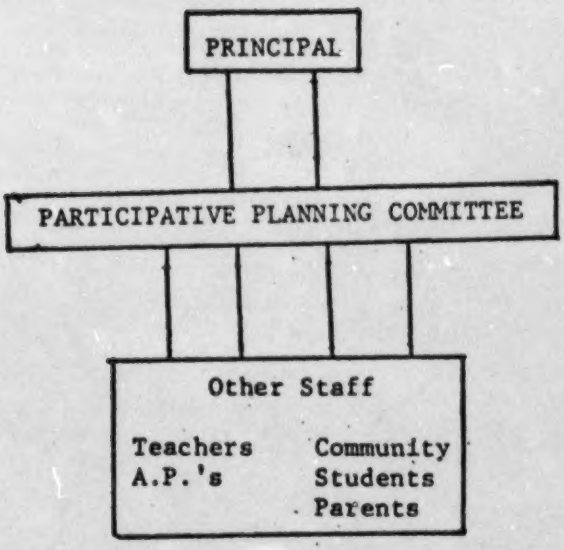
PRINCIPAL
PARTICIPATIVE PLANNING COMMITTEE
Other Staff
Teachers
A.P.'s
Community
Students
Parents

Figure 2.

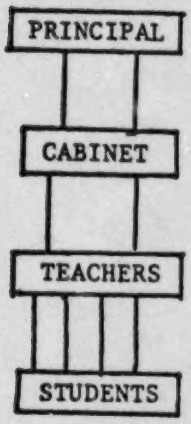

Figure 3.

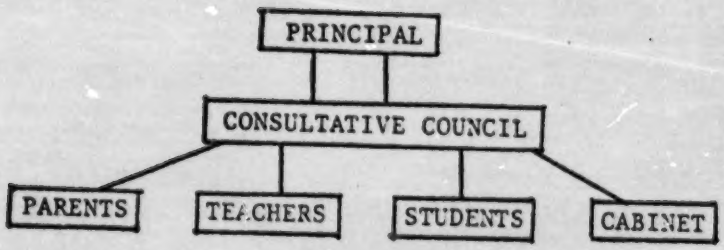
PRINCIPAL
CONSULTATIVE COUNCIL
PARENTS
TEACHERS
STUDENTS
CABINET

Figure 4.

Figure 5 (Insert Figure 5 here) shows yet another way that renewal processes can be designed at the school level. Here, instead of using existing structures or broadly representative groups, temporary teams are organized to plan and stimulate renewal activities involving groups focused on specific aspects of the renewal plan (e.g., career education or student attendance).

Designs such as these have proven useful in assisting those who are involved in renewal at the school level to explore the many options which may be considered in applying renewal processes in a given school. Those which have been described are illustrative of some which have been used in schools; in working with a school every effort is made to encourage the principal and the staff to develop a renewal design which seems best suited to their needs and circumstances and is consonant with the overall renewal model.

SELECTION OF PARTICIPATING SCHOOLS

It is widely accepted by those who apply organization development to schools that success of the intervention is closely related to the extent to which the school exhibits certain characteristics that are thought to indicate a state of readiness on the part of the organization to respond positively to OD strategies and technology. Thus, in estimating the readiness of a school for OD the intervention designer would typically look for some presumably acceptable level of organizational characteristics such as the following:

- .growing interdependence among staff members
- .commitment of the principal to developing a collaborative leadership style
- .behavioral norms in the school which support openness and honesty in communicating about important work-related problems and issues
- .behavioral norms in the school which accept differences in values and work-style among staff members
- .agreement by the staff to use an external consultant and OD methodology.

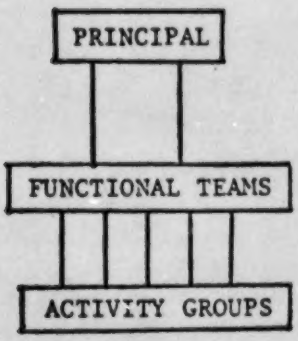

Figure 5.

In the setting of the organization development project being discussed here it was impracticable to limit entry into schools on the basis of such evidence of readiness. The schools involved are all Title I high schools which, of course, indicates that each of them has been identified as facing serious educational problems associated with social and economic factors in the community. Within that limitation the difficult problem of identifying the small number of schools to work with stressed the importance of active involvement of the administrative hierarchy of the school system Figure 6: (Insert Figure 6 here). Thus emphasis is upon entering the system at a high level in the administrative hierarchy of the school district organization and seeking support and involvement of the hierarchy in the process of selecting schools. At the school level, the principal is viewed as the key client: those schools whose principals responded to their superordinates with expressions of interest in the Renewal project were considered for inclusion. The consultants utilized a process of discussions involving key participants at all levels in the hierarchy in an effort to achieve consensus as to which of these schools should be involved based upon such imprecise criteria as (1) location (by borough), (2) generally perceived need, and (3) apparent readiness as evidenced by the interest and commitment of the school principal.

PROFESSIONAL DEVELOPMENT

An important objective of the Self Renewal Project is to test and refine a relatively low-cost, simple process for installing a replicable self renewal model in "new" schools. The larger goal is, of course, to develop systematic ways of replicating the renewal model and process in some 100 high schools in a large complex school system.

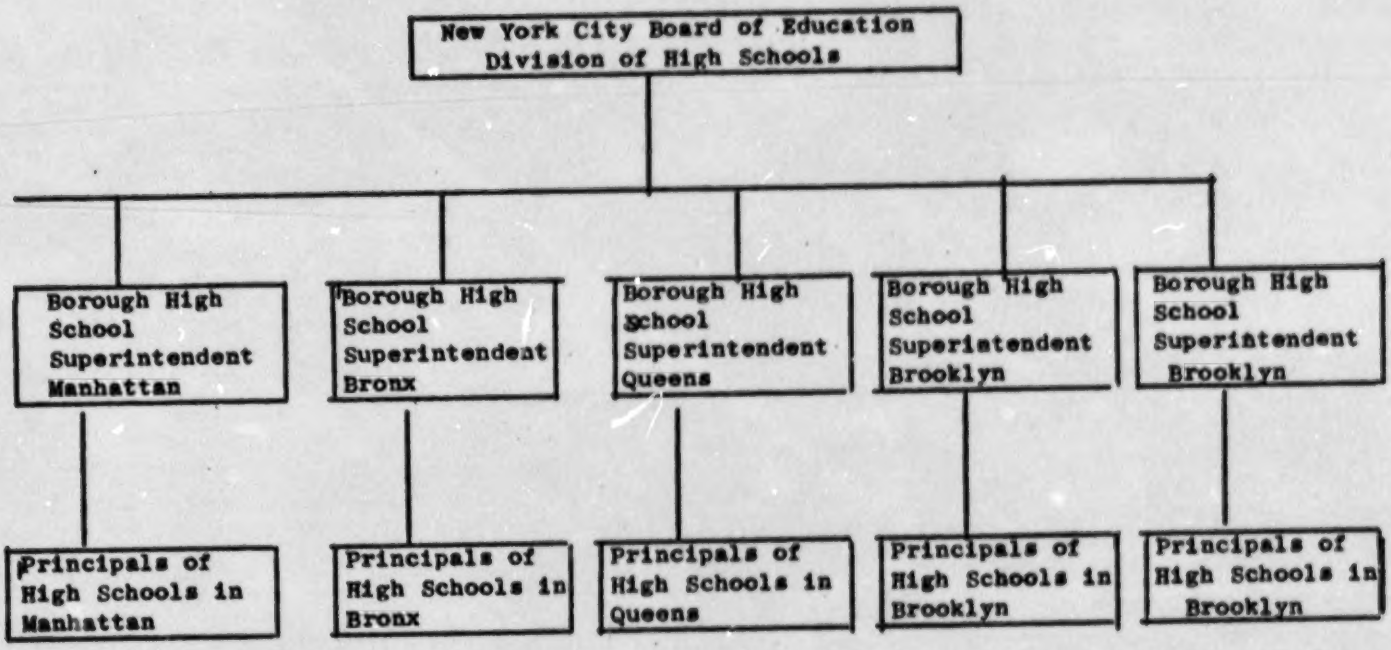
New York City Board of Education
Division of High Schools
Borough High School Superintendent Manhattan
Borough High School Superintendent Bronx
Borough High School Superintendent Queens
Borough High School Superintendent Brooklyn
Borough High School Superintendent Brooklyn
Principals of High Schools in Manhattan
Principals of High Schools in Bronx
Principals of High Schools in Queens
Principals of High Schools in Brooklyn
Principals of High Schools in Brooklyn

Figure 6

The project started, as has been described, with four schools. In September, 1975, four additional schools were added: thus we had four "old" schools (dating from the Partnership Program) in which to continue the renewal process and four "new" schools in which to initiate the process. By the academic mid-year of 1975-76 (i.e., by February, 1976) the number of participating schools was again doubled by adding eight more schools making a total of sixteen schools involved in renewal at various stages in the process. By the time that spring recess arrived in April, 1976, we were contemplating the possibilities of continuing the expansion process.

From the point of view of conventional OD consulting as generally reported in the literature efforts to disseminate the renewal model and methodology so rapidly in such a large and complex organizational environment might well be viewed as temerarious. From a management point of view, however, the perspective is somewhat different. Admittedly, the evidence on the effectiveness of OD in schools (in its many manifestations) is partial and more provocative than conclusive. But those who manage the public school enterprise are deeply concerned about improving the effectiveness of schools and in many cases there is a strong sense of time urgency in their concern. So while the project under discussion here is concerned with empirical evidence of the effect of its OD strategems on schools, it is also concerned with strategies and tactics which facilitate the dissemination and utilization of the knowledge, attitudes, and skills of OD to other schools in a systematic, managed fashion. The notion of providing each school with a significant amount of skilled external consulting assistance in order to follow the pattern of conventional OD consulting appeared to be unfeasible. Clearly, if the renewal model and processes which had been developed were to be used in a growing number of high schools then ways would have to be found to more effectivly use the people presently in the schools

to do the job. Experience in consulting to schools had taught us that each time we entered a new school the consultant had to devote considerable time and energy to making entry and in initial training of key people in such things as concepts basic to organizational renewal, communication, participative methods, and setting more effective work-group norms. We saw this as essentially a training problem and took the position that well-managed organizational training must have two major components in order to be effective and reasonably efficient:

1. On-site training, one manifestation of which is consulting by people from outside the school
2. Off-site training.

These two elements of the training "package" are closely related to and supportive of one another for maximum impact.

An andragogical approach. I find that whenever I begin to link terms like "training" and "professional development" to such imprecise notions as "organizational self-renewal" and "organization development" it is necessary to clarify some basic assumptions about learning, teaching, and human development.

Terms such as "training" and "professional development" as used here do not connote pedagogy: that monastic invention of the middle ages which emphasizes the mechanistic concept of man as the learner and his dependence as a recipient of knowledge from the teacher. "Training", as used here, connotes instead an andragogical approach to human resources development, andragogy being understood as "the art and science of helping adults learn". It is an approach based upon an organismic model of professional people and utilizes a process approach to training. For the sake of brevity, Figure 7 contrasts the essential differences between conventional pedagogy and andragogy, which underlies everything which we call here "training." (Insert Figure 7 here)

Purposes of training. Off-site training in this project has three main, broad purposes:

1. To facilitate entry into new schools

Assumptions

	Pedagogy	Andragogy
Self-concept	Dependency	Increasing self-directiveness
Experience	Of little worth	Learners are a rich resource for learning
Readiness	Biological development Social pressure	Developmental tasks of social roles
Time perspective	Postponed application	Immediacy of application
Orientation to learning	Subject centered	Problem centered

Process Elements

	Pedagogy	Andragogy
Climate	Authority-oriented Formal Competetive	Mutuality Respectful Collaborative Informal
Planning	By teacher	Mechanism for mutual planning
Diagnosis of needs	By teacher	Mutual self-diagnosis
Formulation of objectives	By teacher	Mutual negotiation
Design	Logic of the subject matter - Content units	Sequenced in terms of readiness problem units
Activities	Transmittal techniques	Experiential techniques (inquiry)
Evaluation	By teacher	Mutual re-diagnosis of needs - Mutual measurement of program

Figure 7. Contrasting assumptions and processes of pedagogy and andragogy. From Malcolm S. Knowles, "Human Resources Development in OD", Public Administration Review (March/April 1974), p. 117.

2. To help key people to develop knowledges, skills, and attitudes which are important in organizational self renewal.

3. To provide linkages between schools and key people in exchanging information, ideas, and mutual support essential to developing a cadre within a larger system.

We seek to facilitate entry into schools through off-site training in three specific ways:

a. by providing principals and assistant principals of prospective renewal schools with some understanding of the renewal model and how it can be utilized in schools,

b. by providing the same groups with some background knowledge about theory, concepts, and literature which underlies our approach

c. by using the training sessions to establish helpful client-consultant relationships. This, in our situation, is critically important inasmuch as the potential client schools were characterized by considerable suspicion and mistrust that "outsiders" are likely to be judgmental, out of touch with reality, and/or seeking to impose educational solutions upon them. In defference to such sensitivities, incidentally, we prefer to use the term "professional development" instead of training when dealing with clients in the project.

Target population. In general, at the school level, we have engaged in off-site professional development activities for three key groups and/or individuals in schools:

1. principals

2. assistant principals (department chairmen)

3. teachers who are, or may be, assigned as internal consultants in renewal schools.

Some aspects have been shared by all of these groups while other phases of training have been organized using "job alike" designs.

Organization. Professional development activities are planned, conducted, and evaluated utilizing the methodology and concept that are harmonious with our understanding of self renewal and OD with the Professional Development Team the chief responsible policy and planning group. Each session is carefully arranged to exemplify the processes and skills which renewal itself calls for.

Careful attention is paid to the dynamics and norms of the training groups, constantly endeavoring to make explicit to everyone that the medium and the message are one. The consultants who work with schools are important in conducting the training, but every effort is made to employ school people as much as possible in each session as trainers or co-trainers wherever they have the necessary skills.

There are three major patterns for off-site professional development: (1) the colloquium, (2) summer workshops, (3) coordinator workshops. The colloquium has consisted of four full-day sessions attended by all three of the target groups: principals, assistant principals, and renewal coordinators. Each of these sessions was designed to encourage consideration of the theoretical and conceptual bases of renewal and OD as well as devoting attention to skill training and problem solving. Throughout, strong emphasis was placed on task orientation in an effort to relate the learning directly to the job back at the school.

Summer workshops are scheduled for 4-5 days and are open to everyone from renewal schools. Two or three are held each summer. In addition to principals, assistant principals and school coordinators the typical summer workshop will attract a few teachers. These sessions permit much more extensive use of exercises and simulations because of the time available and the relative freedom from the immediate pressures of school crises.

Coordinator workshops are usually one or two-day intensive sessions designed expressly to meet the needs of in-school renewal coordinators. These are generally focused upon how-to-do-it issues which will help the coordinators to function more effectively as internal consultants in the schools.

Thus, off-site training in the project has gathered key individuals from various participating schools for different time-frames varying from five-day

sessions to half-day sessions. The groups have been varied: sometimes "lob alike" groups (e.g., principals together, or assistant principals together) and at other times team-groups (e.g., principal, assistant principals, and key teachers from a school together). In all cases the controlling design factor has been to (1) relate off-site training to on-site consultation and (2) provide continuity and sequence to the various training episodes over time.

Our experience in school renewal clearly indicates that well-planned systematic off-site training is essential to expedite the dissemenation of knowledge about organizational self renewal and OD and its utilization in the management of a large-scale project. To have maximum impact it appears that the design of this training must possess five specific characteristics:

1. It must be specifically related to the realities of the schools as they exist.
2. It must directly address specific work-related problems about which participants are concerned
3. It must involve participants actively in the design and execution of the training activities
4. It must model the desirable behaviors which the training seeks to develop
5. It must be appropriate to the needs of key school personnel who are already in positions of responsibility in schools.

THE ROLE OF INSTITUTIONS OF HIGHER EDUCATION

When the consultant is dealing with one or a few schools the problem of designing and carrying out appropriate training is a demanding one. When we plan a strategy for disseminating an approach to organizational renewal to a number of schools in a large urban system over time, the need for substantial training capability looms very large. At the start-up point of such a project one must solve the problem of meeting the training needs of prospective client schools. Soon, however, one must meet the needs of a new wave of prospective clients and continue training people from the schools which are in "year one" at a more appropriately sophisticated level. The process multiplies and the dimensions of the problem broaden, of course, in relation to the numbers of schools involved

and the duration of training which the strategy requires.

If the concepts and processes of organizational self renewal are to be firmly woven into the fabric of the public school system, then ad hoc training often associated with OD "interventions" is of questionable long-term value. More appropriate, perhaps, would be to seek a training resource which (a) has professional development and training as a basic mission, (b) is structured and staffed for long-term functioning, and (c) is capable of contributing to self renewal on a broad basis (e.g., through pre-service as well as in-service training, research, etc.). Such a resource may be found, of course, in the private and public universities, since they are already organized and staffed for training pruposes and might prove to be ready sources of help.

We found, however, that institutions of higher education are able to respond only minimally to these needs. Universities are not, of course, service institutions and this in itself presents difficulties in tapping their resources in terms of the learners' needs. Further, where we did find course-work that appeared to have possible relevance to our clients, we found little interest in what may be described as andragogical approaches; many faculty members still appear to be steeped in pedagogical traditions and feel uneasy in the process-oriented role that is so crucial to training in support of organizational self renewal. We found, too, an apparently widespread belief among university faculty members that organization development is, or should be, a private enterprise domain which exists as a source of consulting work to supplement their professorial salaries. Regrettably, the services of the experienced and highly skilled OD consultants that we did find on university faculties were so much in demand that their fees made it impracticable to think of including them in a large-scale long-range effort to disseminate and utilize OD knowledge for organizational self renewal in public schools.

Universities and colleges with an important commitment to public education have a significant role to play as legitimate training resources to encourage and sustain large-scale OD efforts in schools. Indeed, if OD continues to gain momentum and universities continue to remain aloof it is possible that some of the most powerful and effective professional training of public school educators will develop outside of the universities themselves. Our experience in New York has shown, for example, that supervisors and administrators as a group have a markedly indifferent attitude toward college credits or conferred symbols of academic achievement. Their motivation to inovlve themselves in professional development activities is much more closely related to on-the-job demands for success and achievement. In this sense, the university would do well to re-examine its role in relation to the future of public education and question whether traditional approaches to pedagogy can yield to more effective forms of influencing the professional development of public school educators.

NOTES

1. Richard A. Schmuck, Donald Murray, Mary Ann Smith, Mitchell Schwartz, and Margaret Runkel, Consultation for Innovative Schools: OD for Multiunit Structure (Eugene, Oregon: University of Oregon Press, 1975).

2. Michael Martin, "Essay Review", Educational Administration Quarterly, 12, (Winter 1976), 1, p. 99.

3. Paul Berman and Milbrey Wallin McLaughlin, Federal Programs Supporting Educational Change, Vol. IV: The Findings in Review (Santa Monica: Rand, 1975), p. 21.

4. Floyd O. Flom, Proposal for Phase II Funding (New York: Economic Development Council of New York City, Inc., 1975). p. 1.

5. Ibid., p.3.

6. Ibid., p. 4.

7. The term "$\pm$ 100 high schools" is used here because the precise number of schools in New York City which can properly be called "high schools" depends somewhat upon the criteria used to define the term.